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ABSTRACT

Designed as a model for use in preparing business education programs of study, this guide presents occupational programs and single course offerings recommended to meet business student and community needs. The programs are job-cluster oriented and cover the following occupational areas: business data processing and related occupations; clerical accounting and related occupations; office reprographics occupations; office services; secretarial, stenographic, and related occupations; and typewriting and related occupations. A program outline is presented for each cluster and contains a description of the program, program goals, employment opportunities, a suggested sequence of course offerings, and descriptions of the specific courses to be taught in each program. In addition to the clusters, descriptions of a Cooperative Office Education (COE) course and an office simulation course are also presented, as well as descriptions of single course offerings appropriate as basic business knowledge or as supplementary office and business education courses. (BL)

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PROGRAM OF STUDIES FOR BUSINESS AND OFFICE EDUCATION

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Division of Vocational Education, Department of Education
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FOREWORD

Business education is an important segment of the educational program in Virginia — its goals include the attainment of competencies for both vocational use and personal use.

Clerical workers now numbering more than 15 million, make up the largest group of employed individuals in a major occupational area. The Occupational Outlook Handbook, 1976-77 Edition, identifies clerical workers as the fastest growing occupational group for the ten-year period ending 1985. The anticipated increase in clerical workers is set at approximately one-third — an increase to more than 20 million by 1985.

In addition to expansion of jobs, approximately 1 million clerical job openings will occur each year through attrition. Long-term employment prospects are best in clerical occupations not affected by automation, in those compatible with computer applications, and in jobs developed as a result of new technologies.

Figures compiled by the Virginia Employment Commission indicate a heavy demand for clerical workers and also emphasize the problem of the general shortage of personnel prepared for office occupations in larger metropolitan areas. Jobs that require the most preparation are the most difficult to fill. These include: secretary, stenographer, bookkeeper, general office clerk, clerk-typist, cashier, data processing clerk, receptionist, computer operator, and accounting clerk.

The number of vocational offerings available in Virginia's public schools has shown a substantial increase in the past few years. With a wide choice of occupational preparation programs available, students need information about existing programs to make intelligent career choices.

In order to meet the needs of students, business and office education offerings may differ from one locality to another. Therefore, business teachers must assume a major role in providing information about the offerings. This guide has been prepared as a model for use in preparing programs of studies for local schools.

Carl E. Jorgensen
State Supervisor
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HOW TO USE THE PROGRAM OF STUDIES

The Business Education Service seeks through joint effort with local school divisions and other agencies to ensure that all persons commensurate with their abilities, interests, and educational needs will have ready access to Business Education offerings. This program of studies serves the purpose of identifying the occupational programs and the single course offerings recommended by the Business Education Service to meet student and community needs.

The business offerings of each school should be tailored to local requirements. Hence the business teachers of a school division must develop a program of studies unique to that division and often unique to a school within a division. This program of studies can be used as a basis or reference for developing a local program of studies.

Business offerings, both the occupational preparation and the basic business courses, are elective. Therefore, business teachers have the responsibility of informing students, parents, administrators, other faculty, and the community of the business offerings available at each school and how the students can benefit from the offerings.

A printed brochure or pamphlet describing the business offerings of a school should be prepared by the business teachers and distributed within the school division and community to interested and concerned individuals. Further, if changes in the offerings occur, the program descriptive material should be updated.

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BUSINESS AND OFFICE EDUCATION

OVERVIEW

The suggested Business and Office Education offerings in Virginia are designed to meet the two widely recognized goals of business education:

1. basic business education including occupational orientation and exploration for all.
2. occupational preparation for those entering business and office occupations.

The occupational preparation programs, built on a basis of Business Exploration, General Business, and Typewriting, are career-oriented. The programs are generally two-year, double-period offerings at the eleventh- and twelfth-grade levels. For a given school, one or more of the following occupational areas is suggested:

Business Data Processing and Related Occupations
Clerical Accounting and Related Occupations
Office Reprographics Occupations
Secretarial, Stenographic, and Related Occupations
Typewriting and Related Occupations

In addition, the Office Services program is offered. It has no prerequisites and serves students who may have difficulty succeeding, for one reason or another, in the above programs. It is aimed at helping such students acquire employable office skills or to move to the other programs.

Cooperative Office Education, the supervised on-the-job training phase of an occupational preparation program, is offered as a capstone experience to the occupational programs. The on-the-job instruction is an extension of the classroom instruction and is coordinated by the in-class business teacher.

The Business and Office Education offerings suggested in this program of studies are designed to serve four broad areas of student need: occupational preparation, supplementary skill development, basic business knowledge, and business career exploration. Offerings from school division to school division and even from school to school within a division will vary due to the needs of the students and the community. Also, the business faculty of each school has the opportunity to develop and should accept the responsibility for developing additional offerings that meet the particular needs of students and community.

RECOMMENDED BUSINESS AND OFFICE EDUCATION COURSE OFFERINGS

Course Title	Class Periods	Credits	Course Description
			Page
Accounting	180	1	20
Bookkeeping	180	1	20
Business Data Processing I	360	2	7
Business Data Processing II	360	2	7
Business Economics	180	1	20
	90	½	
Business Exploration	90	½	20
Business Law	180	1	21
	90	½	
Business Mathematics	180	1	21
Business Principles and Management	180	1	21
	90	½	
Clerical Accounting I	360	2	9
Clerical Accounting II	360	2	9
Clerk-Typist I	360	2	17
Clerk-Typist II	180–360*	1 or 2	17
General Business	180	1	21
Legal Office Procedures	360	2	15
Medical Office Procedures	360	2	15
Office Reprographics I	360	2	11
Office Reprographics II	360	2	11
Office Services I	360	2	13
Office Services II	360	2	13
Office Services III	360	2	13
Office Simulation	360	2	19
Office Supervision and Management	180	1	22
Recordkeeping	180	1	22
Shorthand, Beginning	180	1	22
Shorthand, Advanced	180	1	22

Course Title	Class Periods	Credits	Course Description
Stenography I	360	2	15
Stenography II	360	2	15
Survey of Data Processing	180	1	23
	90	½	
Typewriting	180	1	23

*Clerk-Typist II can be offered on a single-period basis (180 class periods) if the students participate in a cooperative office education program.

FUTURE BUSINESS LEADERS OF AMERICA, ITS ROLE IN BUSINESS AND OFFICE EDUCATION

The Future Business Leaders of America, referred to as FBLA, is the vocational student organization for all enrolled in business courses. The co-curricular activities of the Future Business Leaders of America are an integral part of a good business education program. The activities are designed to enhance and enrich the business course offerings and many of the activities are appropriate for inclusion in classroom instruction.

Through participation in the organization, business students learn to engage in individual and group business enterprises; to hold office and direct the affairs of a group, to work with representatives of other student organizations, and to compete honorably with their colleagues.

Selected events and supervised projects involve students in cooperative school-community-business activities. FBLA helps to promote awareness of the social and economic opportunities and responsibilities in an increasingly complex society. It helps to develop qualities of business and civic leadership needed by today's youth who are preparing to enter the world of work.

The FBLA plan of organization involves local or school chapters, a state chapter, and the National Association. In carrying out its program of approved activities, a local FBLA chapter may organize several different interest or class groups within a given school. This assures the availability of FBLA activities to all students enrolled in business education courses since the classroom becomes the nucleus for all FBLA activities. Class groups may have their own slate of officers, teacher-advisers, and program of activities designed to meet their own needs and interests.

The Goals of the Future Business Leaders of America

The goals of the FBLA are to:

Develop competent, aggressive business leadership

Strengthen the confidence of students in themselves and their work

Create more interest in and understanding of American business enterprise

Encourage members in the development of individual projects which contribute to the improvement of home, business, and community

Develop character, prepare for useful citizenship, and foster patriotism

Encourage and practice efficient money management

Encourage scholarship and promote school loyalty

Assist students in the establishment of occupational goals

Facilitate the transition from school to work

OCCUPATIONAL PREPARATION OFFERINGS

The occupational preparation programs in business and office education are job-cluster oriented. The instructional emphasis is placed on meeting the occupational objectives of the individual student.

The programs are available in the following occupational areas:

Business Data Processing and Related Occupations
Clerical Accounting and Related Occupations
Office Reprographics Occupations
Secretarial, Stenographic, and Related Occupations
Typewriting and Related Occupations

The programs are generally two-year, double-period offerings at the eleventh- and twelfth-grade levels. Students who have completed General Business and Typewriting may enroll in the programs.

The Office Services occupational preparation program is offered for students who may have difficulty achieving employable office skills through the above programs. It is a double-period offering available at the tenth-, eleventh-, and twelfth-grade levels.

Students enrolled in the occupational preparation programs who possess skills necessary for office employment may participate in cooperative office education (COE). It is the supervised, on-the-job phase of an occupational preparation program.

BUSINESS DATA PROCESSING AND RELATED OCCUPATIONS

I. Description of Program

Students who complete the program are prepared for entry-level occupations in data processing. They learn the handling of input/output media, the manipulation of equipment for processing business data, and programming techniques.

II. Program Goals

The student will

A. develop entry-level skills required for employment in data processing occupations. Skills emphasized include

1. operation of key entry and verifying equipment
2. key entry speed and accuracy
3. processing cards for computerized systems
4. flow charting techniques
5. writing programs
6. testing and debugging programs
7. hands-on operation of computer equipment
8. business mathematics
9. records management.

B. develop human relations skills required for working with others in the office environment.

C. develop competencies required to become an effective citizen, consumer, and worker in the American business system.

III. Employment Opportunities

A. Typical Entry-Level Occupations

Key Entry (Keypunch) or Data Entry Clerk
Peripheral Equipment Operator
Programmer Trainee
Computer Operator
Data Production Control Clerk
Remote Job Entry Operator

B. Advanced level jobs that can be obtained with experience or additional preparation.

Systems Analyst Programmer Data Processing Supervisor

IV. Sequence of Offerings

Title	Grade Level
Business Exploration	8th
General Business	9th
Typewriting	10th
Business Data Processing I (Prerequisites: General Business and Typewriting)	11th
Business Data Processing II with Cooperative Office Education Optional	12th

V. Course Descriptions

Business Data Processing I

Business Data Processing I is a double-period occupational preparation course offered at the eleventh-grade level. Students are introduced to data processing procedures and examine careers in data processing. The course is job oriented and includes instruction in key-entry and peripheral equipment operation. Electronic data processing systems and programming are introduced in the second semester.

Business Data Processing II

Business Data Processing II is a double-period occupational preparation course offered at the twelfth-grade level. Emphasis is placed on electronic data processing and writing programs. COBOL and RPG programming languages are taught. As part of the course, provision is made for hands-on operation of computer equipment. Business law, business principles and organization, and office systems and procedures are included in the instruction. Accounting systems serve as the basis for instruction.

Cooperative Office Education

Cooperative office education is the supervised, on-the-job instructional phase of an occupational preparation program. Students attend classes part of the day and work in an approved office part of the day for related training. The teacher-coordinator develops with the on-the-job training sponsor and the student an individualized training plan identifying learning experiences in accord with the student's occupational objective. The plan lists instructional activities to be provided in class as well as on the job and provides for assessment of progress toward the student's objectives.

CLERICAL ACCOUNTING AND RELATED OCCUPATIONS

I. Description of Program

Students who complete the program are prepared for entry into clerical accounting and related occupations. They become proficient in handling accounts, performing computations, and completing business reports. Students gain a knowledge of office concepts and become proficient in bookkeeping and basic accounting skills.

II. Program Goals

The student will

A. develop entry level skills required for employment in clerical accounting occupations. Skills emphasized include

1. recording business transactions
2. maintaining sales and purchase records
3. analyzing financial data
4. preparing financial reports
5. processing of information for computerized accounting systems
6. business mathematics
7. records management, stressing the organization and storage of numerical information
8. statistical typing
9. touch operation of ten-key calculating machines

B. develop human relations skills essential for working with others in the office environment

C. develop competencies required to become an effective citizen, consumer, and worker in the American business system

III. Employment Opportunities

A. Typical Entry-Level Occupations

Accounting Clerk	Order Clerk
Accounts Receivable Clerk	Coding Clerk
Accounts Payable Clerk	Statistical Clerk or Assistant
Bookkeeper	Insurance Clerk
Payroll Clerk	Purchasing Clerk

B. Advanced-level jobs that can be obtained with experience or additional preparation

Credit Manager	Office Manager
Accountant	Treasurer
Auditor	

IV. Sequence of Offerings

Title	Grade Level
Business Exploration	8th
General Business	9th
Typewriting	10th
Clerical Accounting I (Prerequisites: General Business and Typewriting)	11th
Clerical Accounting II with Cooperative Office Education Optional	12th

V. Course Descriptions

Clerical Accounting I

Clerical Accounting I is a double-period occupational preparation course offered at the eleventh-grade level. Emphasis is placed on numerical information processing, recordkeeping, and basic accounting skills. Students are taught touch operation of ten-key calculating machines and are introduced to equipment commonly used in business offices. Additional instruction includes business mathematics, records management, business behavior and psychology, survey of data processing, and accounting careers orientation.

Clerical Accounting II

Clerical Accounting II is a double-period occupational preparation course offered at the twelfth-grade level. Accounting skills learned in Clerical Accounting I are further developed. Instruction is also provided in business law, business principles and organization, correspondence and report writing, and office procedures.

Cooperative Office Education

Cooperative office education is the supervised, on-the-job instructional phase of an occupational preparation program. Students attend classes part of the day and work in an approved office part of the day for related training. The teacher-coordinator develops with the on-the-job training sponsor and the student an individualized training plan identifying learning experiences in accord with the student's occupational objectives. The plan lists instructional activities to be provided in class as well as on the job and provides for assessment of progress toward the student's objectives.

OFFICE REPROGRAPHICS OCCUPATIONS

I. Description of Program

Students who complete the program are prepared with entry-level job skills needed for employment in office printing and reproduction departments. Students learn to operate and use specialized equipment such as the offset printer, cold-type compositor, and light table to prepare brochures, pamphlets, and form letters.

II. Program Goals

The student will

A. develop entry-level skills required for employment in office reprographic occupations. Skills emphasized include

1. preparation of print layouts
2. operation of type composition equipment
3. right margin justification
4. use of photographic equipment for picture and artwork reproduction and for layout reduction
5. operation of fluid, stencil, and offset duplication equipment
6. assembling, folding, and binding printed material
7. printing job-cost estimation
8. selection of appropriate papers, inks, and duplicating procedures for various printing jobs

B. develop human relation skills essential for working with others in the office environment

C. develop compentencies required to become an effective citizen, consumer, and worker in the American business system.

III. Employment Opportunities

A. Typical Entry-Level Jobs

Fluid Duplicating Machine Operator
Layout Designer
Offset Machine Operator
Mineograph Operator
Proofreader
Paper-tape Typewriter Operator
Copy Machine Operator
Copy Preparation Clerk
Magnetic Typewriter Operator (card or tape)
Cold-Type Compositor
Binder

B. Advanced level jobs that can be obtained with experience or additional preparation.

Composition Supervisor
Duplication Supervisor
Office Reprographics Manager

IV. Sequence of Offerings

Title	Grade Level
Business Exploration	8th
General Business	9th
Typewriting	10th
Office Reprographics I (Prerequisites: General Business and Typewriting)	11th
Office Reprographics II with Cooperative Office Education Optional	12th

V. Course Descriptions

Office Reprographics I

Office Reprographics I is a double-period occupational preparation course offered at the eleventh-grade level. Activities, practices, and procedures of in-house reprographic departments are introduced. Specific instruction is provided in typestyles, paper and ink uses, copy preparation, and duplication processes. Students are interviewed for and assume positions in a simulated reprographics office during the second semester. Managerial and supervisory concepts as well as job-cost estimating are introduced through the simulation.

Office Reprographics II

Office Reprographics II is a double-period occupational preparation course offered at the twelfth-grade level. Emphasis is on the refinement of skills developed in Office Reprographics I. The simulated reprographics office commences operation in the first semester and "live" materials for use within the school system are prepared. Advanced multi-color and layout techniques are practiced.

Cooperative Office Education

Cooperative office education is the supervised, on-the-job instructional phase of an occupational preparation program. Students attend classes part of the day and work in an approved office part of the day for related training. The teacher-coordinator develops with the on-the-job training sponsor and the student an individualized training plan identifying learning experiences in accord with the student's occupational objective. The plan lists instructional activities to be provided in class as well as on the job and provides for assessment of progress toward the student's objectives.

OFFICE SERVICES

I. Description of Program

This program is designed to prepare high school students for a number of entry-level office occupations. The program concentrates on personal development and aids students in developing skills needed for entry into other office occupation programs. Enrollment in the program is by special selection.

II. Program Goals

The student will

A. develop entry-level skills required for employment in the occupational clusters including filing, office machines, and general office clerical; information communication; materials support occupations; and clerical accounting occupations. Skills emphasized include

1. office duplication processes and procedures
2. mail and information handling
3. recordkeeping
4. records management stressing the filing and retrieving of information
5. office procedures
6. touch operation of ten-key calculating machines
7. basic language skills
8. basic computation skills
9. typewriting
10. non-specialized clerical skills.

B. develop human relations skills essential for working with others in the office environment

C. develop competencies required to become an effective citizen, consumer, and worker in the American business system

D. develop requisite skills for entry into the other office occupation programs

III. Employment Opportunities

Duplicating Machine Operator
Mail Clerk/Messenger
Stock/Inventory Clerk
Shipping/Receiving Clerk
File Clerk
Switchboard/Telephone Operator
Billing Clerk
Order/Invoice Clerk
Office Cashier
Accounting clerk
Key-Entry Operator
Machine Transcriptionist
Receptionist
General Clerk
Typist/Duplicator

IV. Sequence of Offerings

Title	Grade Level
Business Exploration	8th
General Business	9th
Office Services I (Prerequisite: None)	10th

Office Services II with Cooperative Office Education Optional	11th
Office Services III with Cooperative Office Education Optional	12th

V. Course Descriptions

Office Services I

Office Services I is a double-period occupational preparation course designed to develop skills, knowledges, and understandings needed to perform specific jobs and to increase student understanding of office work. The course prepares students for at least three entry-level office jobs — Duplicating Machine Operator, Stock Inventory Clerk, and Mail/Messenger Clerk. Included as a basic activity of the course is remedial work in communications and computations.

Office Services II

Office Services II is a double-period occupational preparation course. It is the second year offering of a three-year sequential program. The course continues with the development of skills, knowledges, and understandings needed to perform specific jobs — Typist Duplicator, Shipping Receiving Clerk, and File Clerk. Cooperative office education is a recommended part of the course.

Office Services III

Office Services III is a double-period occupational preparation course that continues the preparation for entry-level office jobs. It includes the jobs of Billing Clerk, Order Invoice Clerk, Office Cashier, Receptionist, and General Clerk. A model office simulation is a primary activity of the course and cooperative office education is a recommended part of the course.

Cooperative Office Education

Cooperative Office Education is the supervised, on-the-job instructional phase of an occupational preparation program. Students attend classes part of the day and work in an approved office part of the day for related training. The teacher-coordinator develops with the on-the-job training sponsor and the student an individualized training plan identifying learning experiences in accord with the student's occupational objectives. The plan lists instructional activities to be provided in class as well as on the job and provides for assessment of progress toward the student's objectives.

SECRETARIAL, STENOGRAPHIC, AND RELATED OCCUPATIONS

I. Description of Program

Students who complete the program are prepared as stenographic and secretarial workers. They learn to process correspondence, to prepare business reports, to manage administrative details, and about basic office concepts.

II. Program Goals

The student will

A. develop entry level skills required for employment in stenographic and secretarial positions. Skills emphasized include

1. processing correspondence that involves decision making
2. composing short letters and memos
3. development of a proficient shorthand and transcription skill
4. communicating effectively in both oral and written forms
5. touch operation of ten-key calculating machines
6. machine transcription speed and accuracy
7. preparation of basic financial records such as payroll, banking, and accounts receivable and payable
8. word processing techniques and procedures.

B. develop human relations skills essential for working with others in the office environment.

C. develop competencies required to be an effective citizen, consumer, and worker in the American business system.

III. Employment Opportunities

A. Typical Entry-Level Jobs

Stenographer
Receptionist
Communications Clerk
Secretary
Transcribing Machine Operator (Transcriptionist)
Correspondence Secretary
Legal Secretary
Medical Secretary

B. Advanced-level jobs that can be obtained with experience or additional preparation.

Executive Secretary
Clerical or Office Supervisor
Administrative Secretary
Word Processing Supervisor
Administrative Assistant

IV. Sequence of Offerings

Title	Grade Level
Business Exploration	8th
General Business	9th
Typewriting	10th
Stenography I (Prerequisites: General Business and Typewriting)	11th

	Stenography II or Legal Office Procedures or Medical Office Procedures with Cooperative Office Education Optional	12th

V. Course Descriptions

Stenography I

Stenography I is a double-period occupational preparation course offered at the eleventh-grade level. A shorthand system is taught during the first semester, and additional shorthand theory is covered during the second semester. The skill of transcription is emphasized early in the course and developed during the first year. Communication skills are included as a part of the program. Students are taught touch operation of ten-key calculating machines and are introduced to office equipment commonly used in business offices. Secretarial procedures, recordkeeping, and secretarial skills are integrated in the instructional approach.

Stenography II

Stenography II is double-period occupational preparation course offered at the twelfth-grade level. Emphasis is on refining stenographic skills developed in Stenography I through office simulation. Units of instruction include business law, business principles and organization, recordkeeping, records management, machine transcription, payroll records, shorthand and transcription, secretarial procedures and practices, and office simulation. Cooperative office education is recommended as a part of this course.

Legal Office Procedures

Legal Office Procedures is a one-year, double-period occupational preparation course offered at the twelfth-grade level that may serve as a substitute for Stenography II. Emphasis is placed on the development of competency in the use of legal terminology and on gaining knowledge of basic legal office procedures.

Medical Office Procedures

Medical Office Procedures is a one-year, double-period occupational preparation course offered at the twelfth-grade level that may serve as a substitute for Stenography II. Emphasis is placed on the development of competency in the use of medical terminology and on gaining knowledge of basic medical office procedures.

Cooperative Office Education

Cooperative Office Education is the supervised, on-the-job instructional phase of an occupational preparation program. Students attend classes part of the day and work in an approved office part of the day for related training. The teacher-coordinator develops with the on-the-job training sponsor and the student an individualized training plan identifying learning experiences in accord with the student's occupational objective. The plan lists instructional activities to be provided in class as well as on the job and provides for assessment of progress toward the student's objectives.

TYPEWRITING AND RELATED OCCUPATIONS

I. Program Description

Students who complete the program are prepared for typewriting and related occupations. They learn the preparation of typewritten materials, operation of office equipment, and basic office procedures.

II. Program Goals

The student will

A. develop entry-level skills required for employment in typewriting and related occupations. Skills emphasized include

1. production typing, especially statistical and report typing
2. preparation of basic financial records such as payroll, banking, accounts receivable, and accounts payable
3. maintenance of stock records
4. records management stressing filing and retrieving of information
5. mail processing procedures
6. touch operation of ten-key calculating machines
7. word-processing techniques and procedures
8. machine transcription speed and accuracy.

B. develop human relations skills essential for working with others in the office environment.

C. develop competencies required to become an effective citizen, consumer, and worker in the American business system

III. Employment Opportunities

A. Typical Entry-Level Jobs

General Office Clerk	Clerk-Typist
Receptionist	Data-Typist
Key Entry (Keypunch) or Data Entry Clerk	File Clerk
Word Processing Typist	Office cashier
Typist	Transcription Machine Operator (Transcriptionist)

B. Advanced-level jobs that can be obtained with experience or additional preparation

Administrative Assistant	Office Supervisor
Office Manager	Word Processing Supervisor

IV. Sequence of Offerings

Title	Grade Level
Business Exploration	8th
General Business	9th
Typewriting	10th
Clerk-Typist I (Prerequisites: General Business and Typewriting)	11th
Clerk-Typist II with Cooperative Office Education Optional	12th

V. Course Descriptions

Clerk-Typist I

Clerk-Typist I is a double-period occupational preparation course offered at the eleventh-grade level. Development of production typing skill is emphasized. Students are taught the touch operation of ten-key calculating machines along with business mathematics applications. In addition, instruction includes records management, office duplication methods, office practices and procedures, recordkeeping, business behavior and psychology, and office careers orientation.

Clerk-Typist II

Clerk-Typist II is a single-period occupational preparation course with cooperative office education or a double-period course without cooperative office education offered at the twelfth-grade level. Emphasis is placed on the production of quality typed material, judged on the basis of acceptable office standards. The refinement of skills is enhanced through office simulations or related work training. Included in the instructional content are business law, business principles and organization, key entry equipment operation, machine transcription, and word processing procedures.

Cooperative Office Education

Cooperative office education is the supervised, on-the-job instructional phase of an occupational preparation program. Students attend classes part of the day and work in an approved office part of the day for related work training. The teacher-coordinator develops with the on-the-job training sponsor and the student an individualized training plan identifying learning experiences in accord with the student's occupational objective. The plan lists instructional activities to be provided in class as well as on the job and provides for assessment of progress toward the student's objectives.

COOPERATIVE OFFICE EDUCATION

Course Description

Cooperative Office Education (COE) is the capstone of a high school student's office occupation program. Through COE, classroom study and on-the-job training are coordinated; each complements the other. Schedules of COE students are arranged so that the students attend classes part of the day and are employed in offices during the other part of the day. The on-the-job office experience is an extension of the classroom instruction. The in-school preparation is coordinated with the students' on-the-job assignments by a business teacher-coordinator.

When placing students in an office, the teacher-coordinator attempts to match students' interests, abilities, and skills with job requirements. An individual training plan is developed in cooperation with the on-the-job training sponsor and each student. The plan lists instructional activities needed to meet the student's occupational objectives. The training plan identifies instructional activities that will help the student meet the objectives and whether the activities will be undertaken on the job, in the classroom, or through a combination of both.

COE is a cooperative arrangement between the school and the business community that provides business students an opportunity to work in an office occupation. The student receives credit toward graduation based on satisfactory completion of the program. In addition, the student receives wages for hours worked comparable to those paid other beginning part-time employees.

Who May Participate in Cooperative Office Education?

Students enrolled in business and office occupation preparation programs who possess the skills necessary for office employment.

Students who have the ability, personality, interest, and work habits needed to succeed on the job.

Students who are willing to accept part-time, on-the-job training for a minimum of 15 hours a week and have the consent of parents or guardians.

Students who are eligible for work permits under regulations of the State Department of Labor and Industry.

Students who have been interviewed and approved by the COE Coordinator.

How Does Cooperative Office Education Serve the Student?

COE provides practical training for a variety of office tasks.

COE enables a student to learn first hand about office systems and functions in a business enterprise.

COE provides job experience while the student is still in high school so that employment after graduation will offer higher pay and faster promotions.

COE enables students to earn credit toward graduation.

COE teaches valuable lessons in personal behavior and social competency.

COE provides the opportunity to earn while learning, thus enabling many students to remain in school through graduation.

COE helps to build good citizenship and to develop a sense of personal worth through the acceptance of job responsibilities.

OFFICE SIMULATION

Course Description

Grade Level: 12

Prerequisites: Typewriting and General Business

Office simulation is a double-period occupational preparation course offered at the twelfth-grade level. It is designed to provide students an opportunity to gain skills needed for office occupations through participation in a simulated office environment. The students are organized under the direction of the teacher to perform integrated office functions at a level of intensity and in a facility that corresponds as closely as possible to a typical business office.

Office simulation is a course that is particularly appropriate for students unable to participate in a cooperative program.

Approximately one-half of the year in an office simulation course is devoted to the development and refinement of basic office skills needed for the simulation and the other half to participation in the simulated activity. Simulations can greatly enhance the learning situation because students can interact with each other in an environment that approximates the one in which the learning will ultimately be applied. Simulations can offer a wide variety of learning opportunities for students with diverse abilities and interests. In an office simulation the student is assigned an initial job at his own ability level and is provided an opportunity to enrich the job or to advance to other jobs. Hence, students with a background of no more than Typewriting and General Business can participate in an office simulation along with students who have completed one or more years of a business and office occupation program.

A number of teacher-developed or commercially-published simulations are available for use in an office simulation course. The one implemented in a local school should be selected on the basis of student and community need. It may, for example, be a service organization, a wholesale or retail organization, a manufacturing organization, or an insurance organization.

A simulation experience can provide the student with an opportunity to:

develop initiative and an sense of reponsibility for quality and quantity of production.

understand relationships among different work stations or flow of work in an organization.

further develop and synthesize previously learned skills and knowledges.

develop human relations skills required to work with others.

develop efficient work habits.

develop the ability to use documents such as flow charts, office manuals, procedural manuals, and organizational charts.

refine knowledges and skills according to individual need.

SINGLE COURSE OFFERINGS

Single courses are offered for orientation and exploration purposes, to provide basic business knowledges, and as supplementary to the office occupation preparation programs. Some of the courses are also appropriate as supplementary offerings for students with employment objectives other than office occupations.

Accounting

Grade Level: 12
Prerequisite: None

Accounting is a one-year, single-period course offered on an elective basis for average or above average twelfth-grade students. The course is designed to supplement the occupational preparation offerings. It helps students learn basic accounting procedures and principles. Analysis and interpretation of business records, transactions, and systems are emphasized.

Bookkeeping

Grade Level: 11 or 12
Prerequisite: None

Bookkeeping is a one-year, single-period course offered on an elective basis at either the eleventh- or twelfth-grade level. The course is designed to provide basic knowledge and skill in double-entry bookkeeping. Students learn to record and analyze business transactions. In addition, preparation, use, and interpretation of financial statements are taught.

Business Economics

Grade Level: 11 or 12
Prerequisite: None

Business Economics is a one-year or a half-year, single-period course offered on an elective basis for students at either the eleventh- or twelfth-grade level. Instructional content includes characteristics of the American economy, government's role in the economy, establishing national and personal economic goals, the effect of credit policies on the national economy, and evaluating personal investment policies for securities, real estate, and insurance.

Business Exploration

Grade Level: 8
Prerequisite: None

Business Exploration is a half-year, single-period course offered on an elective basis for eighth-grade students. The course takes the student through three major activities. First, the student develops an awareness of self. Second, the student examines and explores the Business and Office Occupational cluster including careers categorized as professional, management and administrative; secretarial and clerical; and business ownership. Third, the student engages in the decision-making process as it relates to making a career choice. Student involvement and simulated activity are emphasized in the instructional approach.

Business Law

Grade Level: 11 or 12
Prerequisite: None

Business Law is a one-year, or a half-year, single-period course offered on an elective basis for eleventh- or twlefth-grade students. It is a basic business course that emphasizes the legal rights and responsibilities of citizens in the American society. Instructional content includes laws of contracts, sales, and agencies; laws of renting, owning, and transferring property; and laws governing employer and employee relations. Interpretation of the law is achieved through the case study instructional technique.

Business Mathematics

Grade Level: 9, 10, 11, or 12
Prerequisite: None

Business Mathematics is a one-year, single-period course offered on an elective basis for high school students. Arithmetic skills needed as a consumer as well as for office occupations are emphasized. The course is designed to rebuild and then broaden fundamental arithmetic skills, to establish habits of neatness and accuracy in working with numerical information, and to develop the ability of organizing numeric information in an orderly and systematic form. The instructional content includes mathematical problems concerned with taxes, insurance, banking, payroll, selling, and other common business and consumer areas.

Business Principles and Management

Grade Level: 11 or 12
Prerequisite: None

Business Principles and Management is a one-year, or a half-year, single-period course offered on an elective basis for eleventh- or twelfth-grade students. The course begins with a general overview of the American business system followed by the study of various forms of business ownership, internal organization and management functions of business, and the financing of business. Further emphasis may be given to the understanding of marketing, purchasing, banking and insurance for various businesses. Problems and considerations of importance to small business ownership are stressed.

General Business

Grade Level: 9
Prerequisite: None

General Business is a one-year, single-period introductory business course offered on an elective basis for ninth- or tenth-grade students. The course is designed to help the students understand the activities of business and how business affects their everyday life. An opportunity is provided for students to gain knowledge of the American business system as a part of our total economic environment; to become skillful in selecting and using goods and services available from business, industry, and government; and to develop competency in managing personal and business affairs.

Office Supervision and Management

Grade Level: 11 or 12
Prerequisite: None

Office Supervision and Management is a one-year, single-period course offered on an elective basis for eleventh- or twelfth-grade students. It is supplemental to the occupational preparation offerings and provides skills that can help the student achieve job promotions. A course in the concepts and practices of office management, it is designed to demonstrate that knowledge of management techniques equips an individual to contribute more effectively to the overall goals of an organization. The course focuses on the managerial process and the functions of planning, organizing, staffing, directing, and controlling as they relate to the daily job of an office supervisor. Students are helped to examine career potentials in supervisory and administrative management occupations.

Recordkeeping

Grade Level: 11 or 12
Prerequisite: None

Recordkeeping is a single-period, one-year course offered on an elective basis for eleventh- or twelfth-grade students. Both personal and business recordkeeping skills are developed so that accurate basic financial records can be kept. Business source documents and business procedures are emphasized as well as the formation of positive work habits and attitudes. Recordkeeping introduces students to double-entry bookkeeping procedures.

Shorthand, Beginning

Grade Level: 11 or 12
Prerequisite: Typewriting

Beginning Shorthand is a one-year, single-period offering available on an elective basis at grade eleven or twelve. The purpose of the offering is to develop beginning transcription skill, and it is supplementary to the office occupation program in schools that do not offer the Secretarial, Stenographic, and Related Occupations program. Students learn shorthand theory, to read fluently from shorthand copy, to write legible shorthand notes, and to construct outlines for unfamiliar words under the stress of dictation.

Shorthand, Advanced

Grade Level: 12
Prerequisite: Shorthand, Beginning

Advanced Shorthand is a one-year single-period offering available on an elective basis at grade twelve for students who have successfully completed beginning shorthand. The development of shorthand transcription skill and of spelling, punctuation, and vocabulary usage skills is stressed. The goal of Advanced Shorthand is the attainment of shorthand speed accompanied by transcription accuracy. The students learn to take unfamiliar dictation and to transcribe it at the job-entry skill level.

Survey of Data Processing

Grade Level: 10, 11, or 12
Prerequisite: None

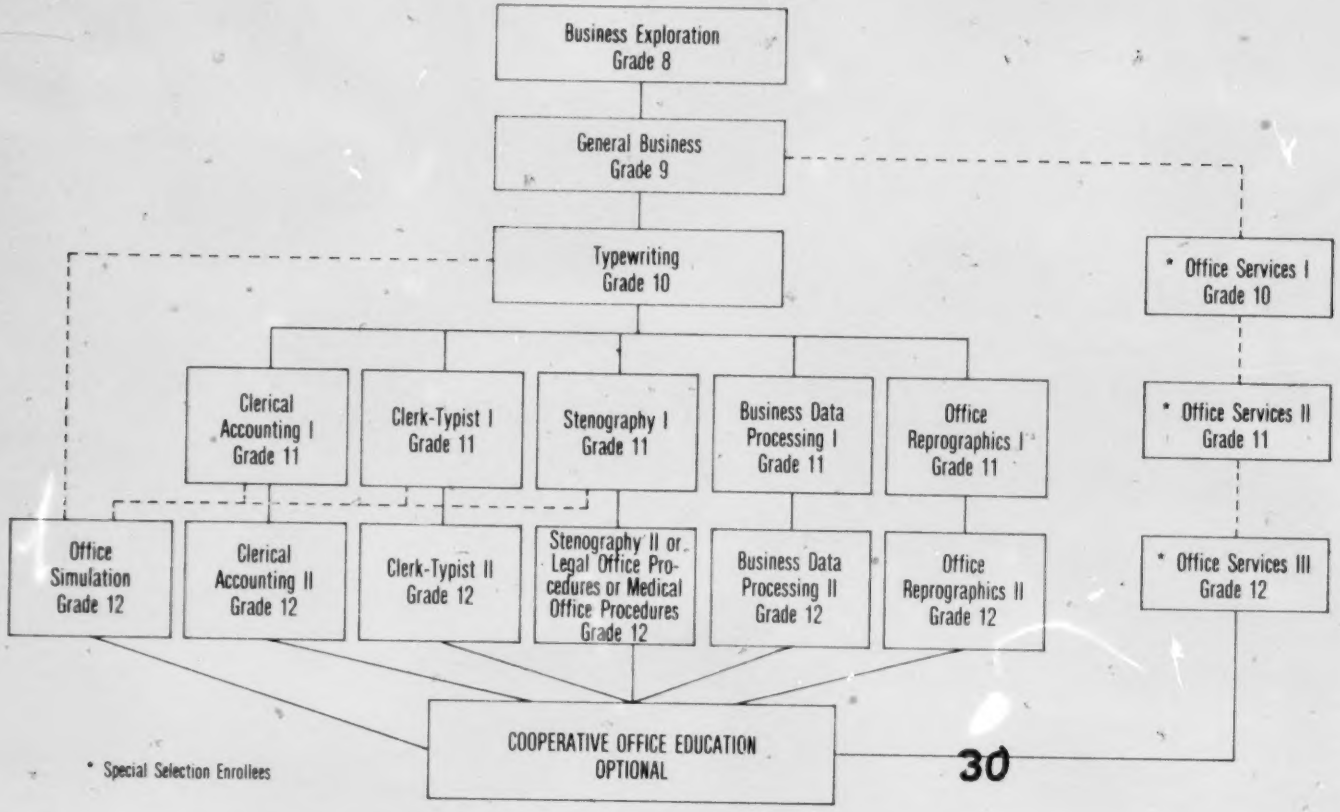
Survey of Data Processing is a half-year or a one-year, single-period course offered on an elective basis for high school students. The course introduces data processing and examines the evolution of computing equipment. Topics covered include growth of data processing systems, applications of data processing, the basic data processing cycle, input/output data representation, equipment and systems, and an introduction to computer programming. The course provides students an opportunity to examine career potentials in data processing.

Typewriting

Grade Level: 10
Prerequisite: None

Typewriting is a one-year, single-period course offered at the tenth-grade level for any student. Students develop skill in touch typewriting and correct manipulation of the typewriter. Typewriting is a basic communications course and emphasis is given to the application of the typewriting skills to personal and business letters, outlines, manuscripts, and tabulated reports.

OCCUPATIONAL PREPARATION OFFERINGS
SUGGESTED SEQUENCES



* Special Selection Enrollees